INDEX

Volume XXX, 2000

No. 1, 2000, p. 3–144
No. 2, 2000, p. 145–276
No. 3, 2000, p. 277–396
No. 4, 2000, p. 397–524

ADAMS, D.; MAYOR, F. The culture of peace: a programme of action, 3

ASTURIAS, L.; GRIGSBY, K.; OLTHETEN, T. Mayan participation in educational reform in Guatemala: changing the policy environment, 461

BARBOZA, N. Educating for a sustainable future: Africa in action, 71

BEN-PERETZ, M. When teaching changes, can teacher education be far behind?, 215

BHANDARI, B.; OBE, O.; FIEN, J. Towards education for a sustainable future in Asia and in the Pacific, 41

BORDIA, A. Education for gender equity: the Lok Jumbish experience, 313

BRAY, M. Financing higher education: patterns, trends and options, 331

BUCHERT, L. From project to programme to sector-wide support: some questions and concerns, 405

CALDWELL, B.J. Strategic intentions for professionals in world-class schools, 189

COMBONI SALINAS, S.; JUÁREZ NÚÑEZ, J.M. Education, culture and indigenous rights: the case of educational reform in Bolivia, 105

CURY, C.R. Anísio Teixeira (1900–71), 509

DARDOUR, M. The literacy campaign in rural Morocco: drawing some lessons, 125

DUFFY, T. Peace education in a divided society: creating a culture of peace in Northern Ireland, 15

EDWARDS, B. Educational reform and sustainable development in the Americas, 57

EISNER, E.W. Benjamin Bloom, 1913–99, 387

EL GAMMAL, H.M.; ISHAK, S.T. The sector approach and its implications for technical assistance: the Social Fund for Development, Egypt, 475

FIEN, J.; OBE, O.; BHANDARI, B. Towards education for a sustainable future in Asia and in the Pacific, 41

GOODSON, I.F. The principled professional, 181

GRIGSBY, K.; ASTURIAS, L.; OLTHETEN, T. Mayan participation in educational reform in Guatemala: changing the policy environment, 461

HALLAK, J. Educational policies and contents in developing countries, 277

HARGREAVES, A. Professionals and parents: personal adversaries or public allies, 201

HARGREAVES, A.; LO, L.N.K. The paradoxical profession: teaching at the turn of the century, 167

HESSELINK, F. Managing European learning processes towards sustainable development, 87

HEYNEMAN, S.P.; TODORIC-BEBIC, S. A renewed sense for the purposes of schooling: the challenges of education and social cohesion in Asia, Africa, Latin America, Europe and Central Asia, 145

HOLDSWORTH, R. Schools that create real roles of value for young people, 349

IRVINE, J. South Asia and basic education: changing UNICEF's strategic perspectives on educational development and partnerships, 297

ISHAK, S.T.; EL GAMMAL, H.M. The sector approach and its implications for technical assistance: the Social Fund for Development, Egypt, 475

JAGANNATHAN, S.; KARIKORPI, M. EC-India collaboration in primary education: sector-wide approaches to development co-operation, 409

JUÁREZ NÚÑEZ, J.M.; COMBONI SALINAS, S. Education, culture and indigenous rights: the case of educational reform in Bolivia, 105

KARIKORPI, M.; JAGANNATHAN, S. EC-India collaboration approaches in primary education: sector-wide approaches to development co-operation, 409

KAWAGUCHI, A. The rights of the child and education in Japan in the light of the United Nations Convention, 497

LIEBERMAN, A.; MCLAUGHLIN, M. Professional development in the United States: policies and practices, 225

LIND, A.; MCNAB, C. Sector-wide approach to education: views from Sida, 423

LO, L.N.K. Educational reform and teacher development in Hong Kong and on the Chinese Mainland, 237

LO, L.N.K.; HARGREAVES, A. The paradoxical profession: teaching at the turn of the century, 167

LÓPEZ-OSPINA, G. Education for sustainable development: a local and international challenge, 31

MACLEAN, R.; ORDOÑEZ, V. Some current issues, concerns and prospects, 289

MALHOTRA, K. Educational priorities and challenges in the context of globalization, 363

MATSUURA, K. Is the globalization of the economy creating values for a new civilization?, 399

MAYOR, F.; ADAMS, D. The culture of peace: a programme of action, 3

MCGINN, N.F. An assessment of new modalities in development assistance, 437

MCLAUGHLIN, M.; LIEBERMAN, A. Professional development in the United States: policies and practices, 225

MCNAB, C.; LIND, A. Sector-wide approach to education: views from Sida, 423

NWAKA, G.I. Higher education, the social sciences and national development in Nigeria, 373

OBE, O.; FIEN, J.; BHANDARI, B. Towards education for a sustainable future in Asia and in the Pacific, 41

OLTHETEN, T. GRIGSBY, K.; ASTURIAS, L. Mayan participation in educational reform in Guatemala: changing the policy environment, 461

ORDOÑEZ, V.; MACLEAN, R. Some current issues, concerns and prospects, 289

OSTTVEIT, S. Ten years after Jomtien, 97

SAGASTIZABAL, Á. Different at school: discrimination and a monitoring system to forestall it, 487

SEDERE, U. Sector support approach to financing basic education: lessons from Bangladesh, 451

TODORIC-BEBIC, S.; HEYNEMAN, S.P. A renewed sense for the purposes of schooling: the challenges of education and social cohesion in Asia, Africa, Latin America, Europe and Central Asia, 145

TORRES, R.M. From agents of reform to subjects of change: the teaching crossroads in Latin America, 255